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ABSTRACT

This study examined partisan elections in large urban school districts in Canada. It investigated the extent to which the existence of political parties in a school board election serves to aggregate the educational attitudes and opinions of candidates. Also, it investigated the extent to which political parties aggregate differences in the personal characteristics of candidates. Further, it measured the extent to which their educational opinions and attitudes are related to their personal characteristics. The study used information collected from 29 candidates who ran for office in a 1978 Vancouver (British Columbia) school board election. The results showed that the existence of political parties does serve to aggregate the educational attitudes and opinions of candidates running for school board office. The parties present the voters with distinctly different ideological and policy positions on educational questions. In addition, little relationship exists between personal characteristics of candidates and their educational attitudes and opinions. Finally, the paper concludes that certain advantages do exist for partisan school board elections in large urban school districts. (Author/LD)

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PARTISAN SCHOOL BOARD ELECTIONS:

NEW EVIDENCE TO SUPPORT THE CASE FOR THEM

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PARTISAN SCHOOL BOARD ELECTIONS:

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Objectives and Scope of the Study

This study investigated the following major question concerning partisan elections in large urban school districts: To what extent does the existence of political parties in a school board election aggregate the educational attitudes and opinions of candidates running for office; and in doing so, present the voters with a clear choice of ideological and policy alternatives between the parties?

The study used data from the school board election in Vancouver, Canada held in November, 1978. Vancouver is a large urban school district with a population of approximately 420,000. Every two years a nine-member board is chosen in an at-large election. For the past decade, elections have been partisan contests between three active civic political parties: (1) Committee of Progressive Electors (COPE); (2) Non-Partisan Association (NPA); and (3) The Electors' Action Movement (TEAM). In terms of their professed political ideology, COPE is leftist; NPA is rightist; and TEAM is centerist (Easton & Tennant, 1972; Higgins, 1977).

Four specific aspects of the major question in this study were investigated. They were:

1. To what extent do the political parties aggregate differences in the personal characteristics (i.e., age, sex, occupational ranking, and level of education) of the school board candidates?

2. To what extent do the political parties aggregate differences in the educational opinions of candidates?

3. To what extent do the political parties aggregate differences in the educational attitudes of candidates?

4. To what extent are differences in the educational opinions and attitudes of candidates related to personal characteristics of the candidates?

Perspectives

Near the beginning of this century school governments in the cities of the United States were radically reorganized. The changes that occurred included a switch from partisan to nonpartisan elections, a switch from ward elections to at-large elections, scheduling of school board elections at times different from other municipal elections, the lengthening of individual terms of board members, and a decrease in the size of the school board. Concurrent with these institutional changes was the rapid development of the position of superintendent of schools. The purpose of these changes was to develop school governments which would emphasize centralization, efficiency, professionalization and nonpolitical control.

These changes occurred as a result of the efforts of people associated with the American municipal reform movement. The movement was very successful in advancing the cause of nonpartisanism and at-large elections in cities. Hawley (1973) reports "that in the United States before the turn of this century nonpartisan elections [for city council] were almost unheard of, but by 1929 they could be found in 57 percent of the cities with more than 30,000 population" (p. 14). Today this figure is estimated at over 66 percent. With reference to school board elections, it is

estimated that upwards of 80 to 85 percent of school board elections in the United States are conducted on a nonpartisan basis (Hawley, 1973; McCaffrey, 1971; Zeigler & Jennings, 1974).

What is true of the United States is also true of Canada. Nonpartisan elections for municipal and school governments are the general rule. The influence of the American municipal reform movement in Canada was very strong in the early part of this century, particularly in Western Canada where many Americans had settled. Anderson (1972) points out also that there were other influences indigenous to Canada that encouraged the development of nonpartisan electoral systems at the local level. Canadian cities were smaller than those of the United States. They were ethnically more homogeneous and lacked the large, diverse groups of immigrants which were so characteristic of American cities. This relative absence of immigrant groups restricted the development of political party machines and patronage systems in Canadian cities. Finally, the provincial governments in Canada exercised more control over local affairs than was true in many of the American states. Consequently, the power base in local government was less attractive to provincial and national political parties.

Today the majority of municipal elections in Canada are nonpartisan contests (Higgins, 1977). A recent survey (Nielsen, 1980) of electoral practices in Canada's largest school districts also revealed that contests are held in over 80 percent of these districts.

In recent years, however, there appears to be a small, but growing trend for municipal and school governments in United States and Canada to be elected on a partisan basis (Hawley, 1973; Higgins, 1977; Nielsen, 1980). In addition, the election of municipal councils and school boards

on a nonpartisan basis has come under considerable critical review. Critics point out that nonpartisanism tends to result in the election of local councils and boards that are generally conservative and socially unresponsive (Converse, 1964; Hawley, 1973; Lee, 1960). With specific reference to education, critics have pointed out that the lack of politicization in local education has meant that school boards have come to be dominated by their professional educational staffs (Zeigler & Jennings, 1974). In addition, school boards have become less responsive to public needs (Wirt & Kirst, 1972). In the opinion of Martin (1962) the lack of politicization in local education represents a massive irony in the American political system.

> Thus does the public school, heralded by its champions as the cornerstone of democracy, reject the political world in which democratic institutions operate. Thus is historical identification with local government... (and) lip service to general citizen activity attended by mortal fear of general politics, the logical and legitimate companion of citizen action. (p. 89)

A number of writers in education have argued that what school boards need to strengthen their hands in dealing with their professionals and in developing a responsiveness to public needs is a large dose of politics (Jennings, 1975; Stelzer, 1972; Zeigler & Jennings, 1974). Partisan elections in school districts would result in more competition for office, more incumbent defeats, more calls for policy change among candidates, more challenge of senior professional staff and more responsiveness to community demands (Zeigler & Jennings, 1974). Above all, partisan elections would assist the processes of political aggregation and political articulation -- two processes basic to responsive government. In terms of political aggregation, the existence of political parties would serve to aggregate

into identifiable groups the candidates' attitudes and opinions which presumably reflect the spectrum of attitudes and opinions found in the general electorate. In terms of political articulation, the debate that occurs in a partisan election would serve to articulate the attitudes and opinions held by the electorate. Since a partisan election provides for better political aggregation and political articulation, voters would likely have a clearer set of choices among ideological and policy alternatives than is the case in a nonpartisan election.

The critical question is whether in fact political parties do aggregate the educational attitudes and opinions of candidates who are running for school board office. This was the central question that this study investigated.

Data Sources and Methods

The study used information collected from the twenty-nine candidates who ran for office in the 1978 Vancouver school board election. During the election campaign, each of the candidates was asked to complete a questionnaire which provided information on: (1) Personal characteristics, i.e. age, sex, occupation and level of education; (2) Opinions on 50 items dealing with current international, national and local educational issues. Sources for choosing the issues were the U.S. Gallup education polls over the past decade (Gallup, 1978), the Ontario Institute for Studies in Education survey report on public attitudes toward education (Livingstone, 1978), and the Vancouver School Board minutes over the past several years; and (3) attitudes towards traditionalism and progressivism in education as measured by the Education Scale VII (Kerlinger, 1967; Kerlinger & Pedhazur, 1967).

The responses from two independent candidates were eliminated from the study. The responses from the remaining twenty-seven partisan candidates were then grouped by party (COPE, TEAM and NPA) and analysed using appropriate parametric and non-parametric statistics.

Results

Personal Characteristics of Candidates and Civic Party Affiliation

To what extent do the personal characteristics of the candidates differ from party to party? In other words, is there a tendency for the civic political parties to aggregate differences in the personal characteristics of the candidates?

This question was analyzed in terms of the candidates' age, sex, occupation and level of education.

Age. Table 1 in the appendix shows that there was no significant difference between COPE, TEAM and NPA in terms of the age of their candidates.

Sex. Table 2 shows that there was no significant sex difference in the candidates of the three parties.

Occupation. The Blishen and McRoberts (1976) revised socioeconomic index for occupations in Canada was used to categorize the candidates' occupations. The scale uses income level, education status and prestige ranking to rank occupations.

Table 3 shows that there were no significant differences between COPE, TEAM and NPA in terms of their candidates' occupational rankings.

Level of Education. The results in Table 4 indicate that the three civic political parties did not differ significantly from one another in terms of the level of education their candidates possessed.

Discussion. The results reveal quite clearly a lack of relationship between civic party affiliation and personal characteristics of candidates. This is particularly surprising in view of the fact that the professed ideologies of the parties range from left wing to right wing. Studies done of federal politics in Canada show that the left wing New Democratic Party, the centerist Liberal Party and the right wing Progressive Conservative party attract different kinds of voters in terms of age, sex and occupational ranking (Meisel, 1975). One would expect that something similar might hold true at the local electoral level. Not only might one expect to find a particular kind of voter attracted to a particular civic party; but also that a particular civic party might also attract a particular kind of candidate.

Educational Opinions of Candidates and Civic Party Affiliation

Each of the candidates was asked to respond to nine major questions dealing with current issues in education. Some of these major questions had more than one item under them. In all, there was a total of 50 items dealing with current issues in education.

Findings. A one way analysis of variance revealed that there were significant overall differences between the three parties on 32 of the 50 items dealing with current issues in education. A statistical pair by pair comparison of the means of the parties' responses on each of the items revealed that COPE and NPA had the most numerous differences of opinion. The total number of significant differences between the parties on the 50 items was as follows:

Parties	Number of Significant Differences
COPE/NPA	34
COPE/TEAM	20
NPA/TEAM	15

The nine major questions are listed below. Under each question is the number of significant differences between the parties on all items under this major question. Detailed statistical information on all 50 items under the nine major questions is given in tables 5 to 13.

1. What do you think are the biggest problems with which schools in Vancouver, as a whole, must deal? Rate the seriousness of each of the following problems. (Table 5) 15 items.

   COPE/NPA - 8 significant differences
   COPE/TEAM - 6 significant differences
   NPA/TEAM - 3 significant differences

2. In what ways are the schools in Vancouver, as a whole, particularly good? Rate the following features of Vancouver schools. (Table 6) 13 items.

   COPE/NPA - 8 significant differences
   COPE/TEAM - 4 significant differences
   NPA/TEAM - 1 significant difference

3. What is important in improving the quality of public school education overall? Evaluate each of the following suggestions in improving the quality of public education overall. (Table 7) 6 items.

   COPE/NPA - 4 significant differences
   COPE/TEAM - 4 significant differences
   NPA/TEAM - 4 significant differences

4. School consultative committees currently serve in an advisory capacity to local school staffs and principals. Do you think school consultative committees should have more authority in determining curriculum, staffs and budgeting for local schools? (Table 8) 5 items.

   COPE/NPA - 5 significant differences
   COPE/TEAM - 3 significant differences
   NPA/TEAM - 3 significant differences

5. If the school board was "forced" to cut some things from the budget, which of the cuts would you favor or oppose? (Table 9) 7 items.

   COPE/NPA - 5 significant differences
   COPE/TEAM - 2 significant differences
   NPA/TEAM - 3 significant differences

6. Currently the provincial government makes grants to independent (private and parochial) schools. Are you in favor of or opposed to provincial grants to independent schools? (Table 10) 1 item.

   COPE/NPA - 1 significant difference

7. In your opinion, are smaller classes important in affecting learning outcomes with the average student? (Table 11) 1 item.

   COPE/NPA - 1 significant difference
   COPE/TEAM - 1 significant difference

8. As you look on your own elementary or secondary education, is it your impression that children today get a better or worse education than you did? (Table 12) 1 item.

   COPE/NPA - 1 significant difference
   NPA/TEAM - 1 significant difference

9. At the present time, if school board officials said they needed more money for educational programs and no provincial assistance was forthcoming, would you favor or oppose raising local taxes to get the money? (Table 13) 1 item.

   COPE/NPA - 1 significant difference

Discussion. The results indicate quite clearly that the educational opinions of the school board candidates do aggregate by civic political party. On a majority of the 50 items there were significant opinion differences between two or more of the three parties. In short, individual candidates with similar opinions tend to be associated with particular parties. A close inspection of the results in tables 5 to 13 indicates that differences in opinions between the parties follows a predictable pattern. COPE and NPA are the furthest apart in their mean scores on the 50 items. TEAM has mean scores which fall between those of the other two parties. The results support the self-professed ideologies of the parties as being leftist (COPE), rightist (NPA) and centerist (TEAM).

Educational Attitudes of the Candidates and Civic Party Affiliation

The educational attitudes of the school board candidates was measured by the Education Scale VII (ES VII Scale) developed by Kerlinger &

Pedhazur (1967). This scale measures two independent factors, Traditionalism and Progressivism. Subjects such as teachers, students, professors, administrators and the general public have been studied using this scale (Brown, 1974; Weinberg, 1977). It has been tested and used in both large and small studies in North America (Balderson, 1977; Sontag, 1967) and in other parts of the world such as Australia (Majoribanks, 1977). Traditionalism is defined by strong positive responses to issues such as

- Children need and should have more discipline than they get.
- Learning is essentially a process of increasing one's store of information about various fields of knowledge.
- Teachers should keep in mind that pupils have to be made to work.

Traditionalism is related to general conservatism and moralism.

Progressivism, on the other hand, is defined by strong positive responses to statements such as

- Learning is experimental; the child should be taught to test alternatives before accepting any of them.
- Education and educational institutions must be sources of new social ideas.
- We should fit the curriculum to the child and not the child to the curriculum.

Progressivism is related to social learning theory and personalism (concern for individual growth and development rather than conformity to social role performance).

The ES VII Scale has proven to be a valid and reliable instrument for measuring educational attitudes (Bledsoe, 1976). Its purpose in this study was to determine if a relationship existed between traditional and progressive attitudes of candidates and civic party affiliation.

Findings. Table 14 shows that there is a statistically significant overall difference between the parties in their Traditionalism scores.

In addition, each of the three parties differ significantly from each other party in their Traditionalism scores.

The results in Table 15 reveal that there is a significant overall difference between the parties in their Progressivism scores. Furthermore, NPA has significantly lower Progressivism scores than does COPE and TEAM.

Discussion. The results shown in tables 14 and 15 suggest strongly that the educational attitudes of candidates are aggregated by civic party. Particular parties have candidates with particular educational attitudes. Furthermore, the results occur in a politically predictable way. NPA has the highest Traditionalism scores, COPE has the lowest and TEAM is in the middle. With reference to Progressivism scores, COPE has the highest scores, NPA has the lowest, and once again TEAM is in the middle. As with the earlier results on educational opinions on current issues, the pattern of these results fits the self-professed ideologies of the parties. The NPA portrays itself as a right wing party and their high Traditionalism and low Progressivism scores would seem to reflect this self-image. Similarly, COPE sees itself as a left wing party and its low Traditionalism and high Progressivism scores would also confirm its self-image. Finally, TEAM sees itself as a middle of the road party and its Traditionalism/Progressivism scores would seem to substantiate this self-perception.

Relationship Between Personal Characteristics of Candidates and Educational Attitudes and Opinions of Candidates

An attempt was made in this study to determine if differences in the educational attitudes and opinions of candidates were related to personal characteristics of the candidates.

Findings. No significant relationships were discovered between the Traditionalism and Progressivism scores of candidates and their age, sex, occupational ranking, or level of education. Only a few, relatively unimportant relationships were discovered between personal characteristics of the candidates and their opinions on the 50 items dealing with current issues in education.

Discussion. The results indicate quite clearly a lack of relationship between personal characteristics of the candidates and their Traditionalism/Progressivism scores. This is somewhat surprising in view of the fact that other studies have shown a relationship between ES VII scores and the personal characteristics of groups. For example, (Weinberg, 1977) reports that older teachers have higher Traditionalism scores than do younger teachers. Similarly, it is somewhat surprising that little relationship was discovered between personal characteristics of the candidates and their opinions on the 50 items dealing with current issues in education.

Conclusions and Implications

Conclusions

The results of this study support the conclusion that the existence of political parties does serve to aggregate the educational attitudes and opinions of candidates running for school board office. The parties present the voters with distinctly different ideological and policy positions on educational questions. From these positions the voter is asked to make a rational choice.

In addition, the study provides evidence that there is little relationship between personal characteristics of candidates and their

educational attitudes and opinions. The study suggests that if a voter wants to know what a candidate stands for, the best guide is the candidate's party label.

Implications of the Study

The questions of whether school board elections should be nonpartisan or partisan contests is a question that is receiving more attention from observers of the political scene in education. The question remains a controversial one. The advocates of nonpartisan elections argue that there is "no Republican or Democrat way to run a school system" and that politics has no place in education at the local level. On the other hand, advocates of partisan school board elections point out that nonpartisan school governments are not nonpartisan at all. These governments make allocative decisions which favour certain elements in the community. As such, these decisions are distinctly political. A system of partisan school board elections would remove the nonpolitical mask of nonpartisanism and bring to the electorate's attention the fact that educational decisions are intensely political decisions.

The evidence from this study, coupled with evidence from other sources, would seem to suggest certain advantages for partisan school board elections in large urban school districts. The four principal advantages of a system of partisan school board elections would appear to be: (1) increased mobilization of voters and increased participation in the political process; (2) increased supply of information to voters on the candidates and issues; (3) increased focus on issues and less on the personal characteristics of the candidates; and (4) reduction in the conservative bias of boards elected in a nonpartisan manner.

Increased mobilization and participation of voters. The existence of political parties in an election serves to mobilize voters and increase the participation of citizens in the whole electoral process. As Lightbody (1971) points out:

> while political parties are certainly not the sole means of achieving recognition of interest, they are nonetheless an important mechanism for the traditional functions of filling elective positions, activating electors and providing a minimum level of literacy about contentious issues. The greater the complexity of the political community, the more important this type of formalized association becomes. (p. 197)

In large urban school districts, where voter involvement and where voter interest in school affairs is generally low; the development of partisan elections would tend to promote increased involvement in school affairs by the electorate.

Increased supply of information to voters. In any election campaign, voters need information on the candidates and the issues. In partisan elections, party identification is the chief guide the voter has in knowing the position a candidate holds. In the absence of both political party activity and the candidate's party label, where do voters get the information upon which to decide among the candidates? They have to rely on media reporting or community contacts. In smaller school districts where the "politics of acquaintance" can operate, this may not be a serious problem. In larger school districts with at-large elections, lack of voter information on the candidates and issues can be a serious problem. The development of a system of partisan elections would increase party activity and result in an increased flow of information to the voter on candidates and issues.

Increased focus on issues. The development of partisan contests for school board would tend to make election campaigns more issue-oriented, and less personality-oriented. As this study shows, political parties do serve to aggregate candidates' attitudes and opinions on educational issues. This results in a clearer articulation of the issues because each party develops a known position on the issues. The voter can then make a choice between the parties on the basis of their respective positions. In nonpartisan contests, issues become less important than the personal qualities of the candidate. The de-emphasis of the political party as a legitimate and important referrent for voting provides an incentive for individual candidates to emphasize their personal qualities or to stress one "hot" issue (Sorauf, 1972).

Reduction in the conservative bias of nonpartisan boards. Finally, the development of a system of partisan elections for school board would serve to reduce the conservative bias of boards elected under a nonpartisan system. A number of writers (Hawley, 1973; Lee, 1960) have pointed out that there is a partisan bias to nonpartisanism and the bias is a conservative bias. In the words of Duverger (1954) "a regime without parties is, of necessity, a conservative regime" (p. 426). Why this is so can be explained as follows. In a nonpartisan context where there are no political parties operating, the organizational structure of the community exercises many of the functions of political parties -- recruitment, selection and support of candidates. The nonparty organizational structure of most communities is dominated by its more wealthy and more conservative elements (Agger & Goldrich, 1958; Hawley, 1973; Lee, 1960). The result is that local councils and school boards with nonpartisan electoral systems

tend to be more oriented to the maintenance of the status quo (Lineberry & Fowler, 1967). These nonpartisan councils and boards also tend to favour more centralized decision-making and greater control of policy decisions by professional staff rather than elected officials (Clark, 1972). In this study, for example, the Non-Partisan Association (NPA), even though it labelled itself as nonpartisan, had a clearly identifiable partisan position in its opinions on current issues in education. A close inspection of the results in tables 5 to 13 reveals the NPA position to be essentially conservative and centralist.

The development of a system of partisan school board elections would mean that the ideological differences between groups in the community would be brought into the exposed arena of political debate. The educational attitudes and opinions of different groups would become aggregated and articulated through political party activity. The voter would then be in a position to make a choice among the parties. The voter may choose a party which has a liberal or conservative position on educational issues. In any case the choice would be a rational choice, made on the basis of the party's ideological position.

With all due respect for the importance of voting for the "man", it does appear to be somewhat less rational than voting for what the "man" says he believes in. The existence of political parties in school board elections would thus help to foster voter rationality in making issues more central in the election campaign.

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APPENDIX

Table 1

Chi Square Comparison of Age of Candidates

and Civic Party Affiliation

Civic Party	Age Group					
	20-29 n	30-39 n	40-49 n	50-59 n	60+ n	Total n
COPE	3	2	1	3	0	9
NPA	0	1	3	4	1	9
TEAM	0	3	3	2	1	9

df = 8

$\chi^2 = 9.81$

p = .28

Table 2

Chi Square Comparison of Sex of Candidates

and Civic Party Affiliation

Civic Party	SEX		
	Male n	Female n	Total n
COPE	4	5	9
NPA	8	1	9
TEAM	4	5	9

df = 2

$\chi^2 = 4.91$

p = .08

Table 3

Chi Square Comparison of Occupational Ranking

of Candidates and Civic Party Affiliation

Civic Party	Blishen and McRoberts Scale Scores				
	40-49 n	50-59 n	60-69 n	70+ n	Total n
COPE	1	1	5	2	9
NPA	0	1	5	3	9
TEAM	1	0	5	3	9

df = 6

$\chi^2 = 2.25$

p = .89

Table 4

Chi Square Comparison of Educational Level of

Candidates and Civic Party Affiliation

Civic Party	High School Graduate n	Technical or Business Training n	Some University n	University Graduate n	Post Graduate n	Total n
COPE	2	1	1	2	3	9
NPA	1	0	1	3	4	9
TEAM	0	1	2	2	4	9

df = 8

$\chi^2 = 3.97$

p = .86

Table 5

One-Way Analysis of Variance[a] and Test of Significant Differences Between Means[b] by Civic Party on Biggest Problems in Vancouver Schools

Problems	COPE $\bar{x}$	COPE SD	NPA $\bar{x}$	NPA SD	TEAM $\bar{x}$	TEAM SD	F	p	Significant Differences
1. Pupil's lack of interest	3.22	.83	2.77	.44	3.22	.97	.97	.39	None
2. Crime/Vandalism	2.11	.93	3.22	.03	2.66	.12	2.97	.07	COPE/NPA
3. Lack of discipline	1.55	.73	3.00	.87	3.00	.87	9.26	.00	COPE/NPA, COPE/TEAM
4. Use of drugs	2.44	.73	2.87	.64	2.22	.44	2.45	.11	TEAM/NPA
5. Lack of proper financial support	4.89	.33	1.89	.93	3.11	.27	23.78	.00	NPA/TEAM, NPA/COPE, COPE/TEAM
6. Poor curriculum	3.33	.71	2.89	.60	2.89	.45	.60	.56	None
7. Lack of proper facilities	3.11	.33	1.44	.53	1.78	.83	19.38	.00	NPA/COPE, TEAM/COPE
8. Racial problems	3.89	.78	1.50	.75	2.44	.24	13.49	.00	NPA/COPE, TEAM/COPE
9. Teachers lack of interest	2.00	.87	2.25	.03	1.89	.78	.36	.70	None
10. Classes too large	3.78	.97	1.11	.33	2.33	.71	30.93	.00	NPA/TEAM, NPA/COPE, TEAM/COPE
11. Parents lack of interest	2.55	1.13	3.00	.87	3.11	1.05	.74	.49	None
12. Management of funds/ programs	3.00	.92	4.00	1.32	3.00	1.31	1.98	.16	None
13. Difficulty of getting good teachers	1.55	.73	2.78	.83	2.00	1.12	4.18	.03	COPE/NPA
14. Poor administration at the district level	2.44	.88	2.44	1.01	2.55	1.33	.03	.97	None
15. Low academic standards	1.55	.73	3.78	1.30	2.78	1.39	8.03	.00	COPE/TEAM, COPE/NPA

NOTE: Following are the rating possibilities for each problem: 1 = not a serious problem; 2 = minor problem; 3 = moderately serious problem; 4 = major problem; 5 = a very serious problem.

a df for #1, 2, 3, 5, 6, 7, 10, 11, 13, 14, 15 = 2, 24; for #4, 8, 9 = 2, 23; for #12 = 2, 22

b Multiple range test, Duncan procedure, alpha = .05

Table 6

One Way Analysis of Variance[a] and Test of Significant Differences Between Means[b] by Civic Party on Good Features of Vancouver Public Schools

Problems	COPE $\bar{x}$	COPE SD	NPA $\bar{x}$	NPA SD	TEAM $\bar{x}$	TEAM SD	F	p	Significant Differences
1. The teachers	3.89	.33	3.33	.50	3.66	.50	3.45	.05	NPA/COPE
2. The curriculum	2.89	.33	2.77	.67	3.00	.87	.25	.78	None
3. Extra curricular activities	2.89	.60	3.44	.73	3.33	1.12	1.09	.35	None
4. School facilities	3.22	.44	4.00	.50	3.37	1.06	3.05	.07	COPE/NPA
5. Student/teacher relationship	3.00	.50	3.22	.44	3.22	.67	.50	.61	None
6. Equal opportunities for all students	1.67	.71	3.11	.78	2.78	.83	8.55	.00	COPE/TEAM, COPE/NPA
7. Small classes	2.00	.87	3.11	.78	2.89	.60	5.42	.01	COPE/TEAM, COPE/NPA
8. Up-to-date teaching methods	2.55	.73	3.87	.35	3.22	.67	9.82	.00	COPE/TEAM, COPE/NPA, TEAM/NPA
9. Academic performance	3.44	.53	2.22	.09	3.00	.71	5.24	.01	NPA/COPE
10. Parental interest/ participation	2.67	.87	3.00	.87	2.33	.71	1.50	.24	None
11. Race relations	1.67	.71	3.55	1.01	3.00	.87	11.17	.00	COPE/TEAM, COPE/NPA
12. The school principal	2.78	.44	3.55	.53	3.22	.67	4.48	.02	COPE/NPA
13. Student behavior	3.44	.73	3.00	.50	3.00	.00	2.29	.12	None

NOTE: Following are the rating possibilities for each problem: 1 = very poor; 2 = poor; 3 = average; 4 = good; 5 = very good.

a df for #1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13 = 2, 24; for 4 and 8 = 2, 23

b Multiple range test, Duncan procedure alpha = .05

Table 7

One Way Analysis of Variance[a] and Test of Significant Differences Between Means[b] by Civic Party on the Importance of Improving the Quality of Vancouver Public Schools

Problems	COPE $\bar{x}$	COPE SD	NPA $\bar{x}$	NPA SD	TEAM $\bar{x}$	TEAM SD	F	p	Significant Differences
1. Devoting more time to teaching skills	2.44	.88	4.78	.44	3.55	1.24	14.71	.00	COPE/TEAM, COPE/NPA, TEAM/NPA
2. Emphasizing moral development in schools	3.33	1.80	3.33	1.00	3.44	.88	.02	.98	None
3. Enforcing stricter discipline	1.67	.50	3.55	.73	2.67	1.12	11.89	.00	COPE/TEAM, COPE/NPA, TEAM/NPA
4. Instituting district-wide examinations	1.00	.00	4.55	.52	2.55	1.59	30.57	.00	COPE/TEAM, COPE/NPA, TEAM/NPA
5. Increasing the amount of homework	1.55	.73	3.89	.93	1.89	1.17	15.64	.00	COPE/NPA, TEAM/NPA
6. Raising teachers' salaries	2.78	.97	2.33	.71	1.55	.88	4.65	.02	TEAM/COPE

NOTE: Following are the scaling possibilities for each problem: 1 = very low importance; 2 = low importance; 3 = moderate importance; 4 = high importance; 5 = very high importance.

a df = 2, 24

b Multiple range test, Duncan procedure alpha = .05

Table 8

One Way Analysis of Variance[a] and Test of Significant Differences Between Means[b] by Civic Party on Granting More Authority to School Consultative Committees

Problems	COPE $\bar{x}$	COPE SD	NPA $\bar{x}$	NPA SD	TEAM $\bar{x}$	TEAM SD	F	p	Significant Differences
1. Determining school curriculum offerings	1.00	.00	.11	.33	.67	.50	15.08	.00	NPA/TEAM, NPA/COPE
2. Selection of school principal	1.00	.00	.22	.44	.55	.53	8.71	.00	NPA/COPE, TEAM/COPE
3. Selection of school's teaching staff	1.00	.00	.00	.00	.44	.53	24.40	.00	NPA/TEAM, NPA/COPE, TEAM/COPE
4. Budget allocation within schools	.89	.33	.11	.33	.67	.50	9.18	.00	NPA/TEAM, NPA/COPE
5. Evaluation of teachers	1.00	.00	.44	.53	.44	.53	5.00	.01	NPA/COPE, TEAM/COPE

NOTE: Rating for these problems was as follows: yes = 1; no = 0.

a df = 2, 24

b Multiple range test, Duncan procedure alpha = .05

Table 9

One Way Analysis of Variance[a] and Test of Significant Differences Between Means[b] by Civic Party on Forced Budget Cuts

Problems	COPE $\bar{x}$	COPE SD	NPA $\bar{x}$	NPA SD	TEAM $\bar{x}$	TEAM SD	F	p	Significant Differences
1. Reduce the number of counsellors	.11	.33	1.00	.00	.33	.50	12.45	.00	COPE/NPA, TEAM/NPA
2. Reduce the number of educational administration personnel	.44	.53	.87	.35	.89	.33	3.25	.06	COPE/NPA, COPE/TEAM
3. Eliminate subsidized educational leave for teachers	.00	.00	1.00	.00	.55	.53	19.89	.00	COPE/TEAM, COPE/NPA, TEAM/NPA
4. Reduce school maintenance	.11	.33	.57	.53	.44	.53	2.13	.14	None
5. Reduce special services - speech, hearing, reading therapy	.00	.00	.14	.38	.00	.00	1.32	.29	None
6. Eliminate community education programs	.00	.00	.86	.38	.00	.00	47.52	.00	COPE/NPA, TEAM/NPA
7. Discontinue summer school programs	.00	.00	.57	.53	.22	.44	4.34	.02	COPE/NPA

NOTE: Rating for these problems was as follows: Favor = 1; Oppose = 0.

a df for #1, 3, 4, 5, 6, 7 = 2, 22; for 2 = 2, 23

b Multiple range test, Duncan procedure alpha = .05

Table 10

One Way Analysis of Variance[a] and Test of Significant Differences Between Means[b] by Civic Party on Agreement or Opposition to Grants to Independent (Private and Parochial) Schools

COPE $\bar{x}$	COPE SD	NPA $\bar{x}$	NPA SD	TEAM $\bar{x}$	TEAM SD	F	p	Significant Differences
.00	.00	.75	.46	.37	.52	7.77	.00	COPE/NPA

NOTE: Rating for this problem was as follows: Favor = 1; Oppose = 0.

a df = 2, 22

b Multiple range test, Duncan procedure alpha = .05

Table 11

One Way Analysis of Variance[a] and Test of Significant Differences Between Means[b] by Civic Party on Smaller Classes Affecting the Learning Outcome of the Average Student

COPE $\bar{x}$	COPE SD	NPA $\bar{x}$	NPA SD	TEAM $\bar{x}$	TEAM SD	F	P	Significant Differences
1.00	.00	.14	.38	.44	.53	11.00	.00	NPA/COPE, TEAM/COPE

NOTE: Rating scale for this problem was as follows: Yes = 1; No = 0.

a df = 2, 22

b Multiple range test, Duncan procedure alpha = .05

Table 12

One Way Analysis of Variance[a] and Test of Significant Differences Between Means[b] by Civic Party on Whether Elementary/Secondary Education is Better/Worse/No Different Today

COPE $\bar{x}$	COPE SD	NPA $\bar{x}$	NPA SD	TEAM $\bar{x}$	TEAM SD	F	p	Significant Differences
1.78	.44	.44	.88	1.37	.92	7.06	.00	NPA/TEAM, NPA/COPE

NOTE: Rating scale for this problem was as follows: Better = 2; Worse = 0; No Difference = 1.

a df = 2, 23

b Multiple range test, Duncan procedure alpha = .05

Table 13

One Way Analysis of Variance[a] and Test of Significant Differences Between Means[b] by Civic Party on Being in Favor of or Opposing Raising Local Taxes if School Board Officials Needed More Money for Educational Programs

COPE $\bar{x}$	COPE SD	NPA $\bar{x}$	NPA SD	TEAM $\bar{x}$	TEAM SD	F	P	Significant Differences
.67	.50	.00	.00	.44	.53	4.63	.02	NPA/COPE

NOTE: Rating for this problem is as follows: Favor = 1; Oppose = 0.

a df = 2, 22

b Multiple range test, Duncan procedure alpha = .05

Table 14

One Way Analysis of Variance[a] and Test of Significant Differences Between Means[b] by Civic Party on Traditional Factor on the ESVII

COPE $\bar{x}$	COPE SD	NPA $\bar{x}$	NPA SD	TEAM $\bar{x}$	TEAM SD	F	p	Significant Differences
3.08	.51	5.06	.56	4.25	1.00	17.71	.00	COPE/TEAM, COPE/NPA, TEAM/NPA

NOTE: Rating scale for this issue is as follows: 7 = agree very strongly; 6 = agree strongly; 5 = agree; 4 = neither agree nor disagree; 3 = disagree; 2 = disagree strongly; 1 = disagree very strongly.

a df = 2,23

b Multiple range test, Duncan procedure alpha = .05

Table 15

One Way Analysis of Variance[a] and Test of Significant Differences Between Means[b] by Civic Party on Progressive Factor on the ESVII

COPE $\bar{x}$	COPE SD	NPA $\bar{x}$	NPA SD	TEAM $\bar{x}$	TEAM SD	F	p	Significant Differences
6.41	.43	3.73	1.03	5.75	.71	29.70	.00	NPA/TEAM, NPA/COPE

NOTE: Rating scale for this issue is as follows: 7 = agree very strongly; 6 = agree strongly; 5 = agree; 4 = neither agree nor disagree; 3 = disagree; 2 = disagree strongly; 1 = disagree very strongly.

a df = 2, 23

b Multiple range test, Duncan procedure alpha = .05